



PGES Newsletter

July PGES Newsletter Educator Equity Plan Extended Article

July 10, 2015

On June 1, 2015, the Kentucky Department of Education (KDE) submitted the state's Equitable Access to Effective Educators Plan to the United States Department of Education (USED). As required by the Elementary and Secondary Education Act (ESEA), in its plan, each state had to, among other things, describe the steps it will take to ensure that "poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers." Kentucky's plan is founded on the principle of equity for all students with a focus on the refinement of district level processes and procedures to ensure every class is led by an effective teacher and every school is led by an effective leader.

A review of Kentucky's data revealed teacher turnover, particularly new teachers, in high poverty and/or high minority and low achieving schools as a barrier to achieving equitable access to effective educators. After a root-cause analysis was conducted, strategies to address the high teacher turnover rates were developed. The strategies include:

- Strengthening educator preparation
- Providing guidance and support to districts regarding recruitment, hiring and placement of staff
- Utilizing effectiveness data to target professional learning support for educators
- Developing retention strategies such as development of educator career pathways and leadership support for teachers

It is critical to note the USED and the state of Kentucky are not advocating the movement of staff between schools as a strategy to ensure equitable access. Rather, it is supporting the use of data to match teacher strengths with student needs and providing targeted professional learning supports to ensure continuous improvement.

The plan also required measures to evaluate progress and a mechanism to publicly report it. Kentucky developed five measures of progress which will be included in a new tab in the District and School Report Card in the fall of 2015. The measures include the following:

- Working Conditions – School; District; State - TELL Survey results will demonstrate the percentage rate responses of Agree/Strongly Agree for questions that address Managing Student Conduct, Community Engagement and Support and School Leadership;
- Overall Effectiveness of School Teachers and Leaders – School; District; State – Percentage of Effective Educators;
- Overall Student Growth of Teachers and Leaders – School; District; State – Overall percentage of teachers and leaders that receive an Expected or High growth rating;

- Percentage of New and Kentucky Teacher Internship Program (KTIP) teachers – School; District; State – Number of new teachers to a building or teachers in the KTIP;
- Percentage of Teacher Turnover - School; District; State – Percentage of teachers that leave a building, district, state or teaching profession.

To support districts and schools, the KDE will facilitate face-to-face professional learning experiences and provide technical support to guide district efforts in the refinement of their processes and procedures to ensure equitable access to effective teachers and leaders. Districts will then identify their specific needs, plan strategies to address those needs through CSIPs/CDIPs. The Continuous Improvement Summit will host repeated sessions of the overview of plan components which includes a review of the Equity Tab in the district and school report cards. In depth trainings will occur at regionally located sessions in October. The Commissioner's weekly messages will announce specific dates and locations of trainings.